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## AMENDMENTS

to the

1978 Program of Studies for Junior High Schools

Replacement sheets should be substituted for the following pages:

- (1) Table of Contents (pages v-vi)
- (2) 3 to 4 (Language Arts)
- (3) 35 to 36 (Science)
- (4) 51 to 66 (Social Studies)
- (5) 97 to 98 (French/German)
- (6) 105 to 106 (Home Economics)



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# LANGUAGE ARTS

## The Philosophy of the Language Arts Program

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and an understanding of what they mean in guiding the language process in school. The following, then, are the principles and resulting implications which provide the major thrusts for the language arts program.

1. In the early years, the child's thinking and language ability develop in his own dialect.
  - a. Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
  - b. The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.
2. Language variation is an integral part of language use.
  - a. Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
  - b. The role of the school includes helping students to recognize, appreciate and respect language differences and encouraging them to value each other's language.
  - c. The acquisition of standard dialect should occur within a framework which provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.
3. Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging previously acquired ones. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.
  - a. Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
  - b. Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
  - c. As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery towards more abstract study and learning.
4. Language expansion occurs primarily through active involvement in language situations.
  - a. School experiences must maintain the link between the learner and what is to be learned through activities which encourage student participation.
  - b. Students should be given opportunities to participate in experiences which require use of language in increasingly differentiated contexts.



5. Through talk the students learn to organize their environment, interpret their experiences and communicate with others. As they mature they continue to use talk for these purposes as well as to check their understandings against those of others and to build up an objective view of reality.
  - a. Experiences are enriched when they are shared through experiences and discussion.
  - b. At all levels of schooling classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.
  - c. The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
6. Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought processes.
  - a. Language learning activities provided in the classroom should be organized for a balance which reflects the actual use of language in the real world.
  - b. Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
  - c. Students should use language to explore their own feelings and their relations with others.
  - d. The school should help students extend their thinking skills and add meaning to their experiences.
7. Various mass media have their own characteristic ways of presenting ideas.
  - a. To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
  - b. The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.
8. Literature is an integral part of language learning.
  - a. Students should have many opportunities to experience and respond to literature at all stages of their development.
  - b. Access to a wide variety of literary material is essential to a balanced, comprehensive literature program.
  - c. Literature experiences must include students' creative expression.
9. Language use reflects the inter-relatedness of the processes of listening, speaking, reading, writing and viewing.
  - a. A language arts program which provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
  - b. Language instruction should involve students in activities which focus on the unique contribution of the language skills when used separately and together.
  - c. Classroom activities should incorporate experiences which reflect meaningful uses of language and provide for relating skills and content.
  - d. A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.



# SCIENCE

## GENERAL OBJECTIVES OF SCIENCE EDUCATION 1 - 12

1. To develop the ability to inquire and investigate through the use of science process skills.
2. To promote assimilation of scientific knowledge.
3. To develop attitudes, interests, values, appreciations, and adjustments similar to those ideally exhibited by scientists at work.
4. To develop an awareness and understanding of the environment with positive attitudes and behaviours toward its use.
5. To develop a critical understanding of those current social problems which have a significant scientific component in terms of their cause and/or their solution.
6. To promote awareness of the humanistic implications of science.
7. To promote an understanding of the role that science has in the development of societies and the impact of society upon science.
8. To contribute to the development of vocational knowledge and skill.

## Organization of Program for Grades 7, 8 and 9

Approximately 80 hours of instructional time shall be devoted to the core topics and approximately 20 hours to elective topics. Content of the elective units is to relate to the core in one of three ways:

- a. an extension of a core topic (breadth)
- b. an in-depth, intensive study of a core topic
- c. a practical application of a core topic.

## GRADE SEVEN

### Prescribed References

- Carter, J. L. et al. *Life Science: A Problem Solving Approach*. Scarborough: Ginn & Co., 1977.
- Smallwood, W. L. *Challenges to Science: Life Science*. Scarborough: McGraw-Hill, 1976.

### Objectives

After participating in the activities and completing the assignments associated with this course, the student should be able to:

- 7.1 Demonstrate a knowledge of and be able to discuss the identified major concepts and their subconcepts within the context of a study of life science.  
These major concepts are:  
All sets of objects including living things may be classified into groups having common characteristics.  
Cells are the unit of structure and function of most living things.  
Living things carry on certain fundamental processes to sustain and perpetuate life.  
All living things interact with and are interdependent upon each other and their environment.
- 7.2 Acquire such investigative skills associated with science as:  
Observing with all the senses  
Classifying related objects or ideas  
Quantifying measured data  
Manipulating data to identify the patterns  
Identifying problems clearly so that the variables may be controlled or manipulated  
Interpreting data, making inferences leading to hypotheses and predicting future behavior.
- 7.3 Identify and discuss the limitations of experimental data in terms of the underlying assumptions and the identified problem.
- 7.4 Assume a responsibility for keeping the workspace neat and tidy by practicing safe and careful work habits.
- 7.5 Recognize and be able to cite examples of the contributions made by such historical figures as Robert Hooke, Louis Pasteur.
- 7.6 Investigate factors related to the wise use of renewable resources and man's impact upon the environment.

### Subconcepts

- Changes in molecular motion and inter-molecular distances and forces of attraction (adhesion, cohesion) also account for physical changes.
- b. Several examples of chemical change are observable.
  - Molecular composition determines the chemical properties of matter.
  - Most chemical changes require a great deal more energy than do physical changes.

### ELECTIVES

Elective topics are to be chosen from the following list. If 9.1 is selected, a minimum of two sub topics are to be studied.

- 9.1 Many forms of energy exist which can be transferred from place to place or converted from one form to another.
  - Work represents a transfer of energy (simple machines).
  - Electrical energy can do work and can be changed to other forms of energy.
  - Light energy can do work and can be changed to another form of energy.
  - The energy of sound plays a significant role in mankind's daily living.
- 9.2 Liquid pressure can be used to reduce the force required to move an object.
- 9.3 Latent heat accounts for the energy required to cause a change in state of a substance.
- 9.4 A locally developed unit.

NOTE: Outlines for each elective, with exception of 9.4, are provided in the Curriculum Guide along with a list of references.

## 1971 ALBERTA SOCIAL STUDIES CURRICULUM

### *Rationale*

Alberta's social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent, and defensible system of values. Two inter-related implications of this assumption for social studies instruction stand out: firstly, students must be enabled to explore and assess the nature of values that influence their personal and social lives; secondly, students must be assisted to develop the ability to make decisions pertinent to both their individual beings and their roles as active participants in their physical and social environments.

### *Values to Live By*

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the social studies program invites open inquiry into the definition and application of individual and social values. Such inquiry will offer students experience in living as preparation for living. It cannot be assumed that the ability to make decisions of either a personal or social nature is a skill that children are either born with or acquire incidentally. Rather, it is a skill that is developed as children acquire appropriate knowledge and analyze and clarify values, attitudes, and feelings that are contingent upon situations and issues. Stated differently, it might be said that knowledge is an essential component of the decision-making process but is not in and of itself sufficient. Values, attitudes, and feelings frequently determine what knowledge we will accept, and consequently, the nature of decisions that we make. It is necessary, therefore, for students to gain experience in identifying, clarifying, and assessing values, and establishing how they relate to the knowledge derived. In this way, children will come to know their own ideas and feelings as well as those of their peers and the adult generation; they will deal not only with "what is" but also with "what ought to be" and will acquire those skills they will need as intelligent shapers of their world.

## ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES

### A. The Valuing Process

*Priority on  
valuing*

Consistent with the above rationale, the objectives of the social studies program<sup>1</sup> place high priority on the valuing process. The valuing process involves three basic skills.<sup>2</sup> Students in the Alberta social studies should demonstrate that they are:

Choosing—

1. Identifying all known alternatives.
2. Considering all known consequences of each alternative.
3. Choosing freely from among alternatives.

*Acting upon  
values*

Prizing—

4. Being happy with the choice.
5. Affirming the choice, willingly and in public if necessary.

Acting—

6. Acting upon the choice.
7. Repeating the action consistently in some pattern of life.

*Affective and  
cognitive  
aspects of  
valuing*

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.<sup>3</sup>

### B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- Aware of values, willing to take notice of values and giving controlled or selected attention to values.

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<sup>1</sup>Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

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<sup>2</sup>Raths, Louis, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

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<sup>3</sup>Scriven, Michael, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966) p. 18.

*Internalizing  
a value  
complex*

- Responding to values with openness, willingness and satisfaction
- Accepting values, preferring values and committing themselves to values
- Conceptualizing their own values and organizing a value system
- Becoming characterized by a value or value complex.<sup>4</sup>

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

*Value issues  
as content*

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

1. The dignity of man
2. Freedom
3. Equality
4. Justice
5. Empathy
6. Loyalty
7. Other values

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<sup>4</sup>Krathwohl, David, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).



### C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.<sup>5</sup> Students should be able to:

*Cognitive  
skills  
summarized*

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)
- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

The “data” referred to in the above objectives might be drawn from everything man knows, believes, and can do—both formally structured knowledge from the disciplines and informally structured knowledge from ordinary experience.<sup>6</sup> Such data include:

*Categories of  
knowledge  
content*

- Knowledge of specific terminology and facts
- Knowledge of ways and means of dealing with social problems

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<sup>5</sup>Bloom, Benjamin, et. al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Sanders, Norris M., *Classroom Questions: What Kinds?* (New York: Harper and Row 1967). Note that skills have been listed in an order more closely resembling the problem solving process. Bloom's *Taxonomy* lists skills according to difficulty: the order being recall, and recognition, comprehension, application, analysis, synthesis, and evaluation.

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<sup>6</sup>Johnson, Mauritz, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.



— Knowledge of concepts, generalizations, theories and structures.<sup>7</sup>

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

Knowledge of ways and means of dealing with social problems should include the ability to:

*Problem  
solving  
method*

1. Identify and clarify the problem
2. Formulate hypotheses
3. Collect data
4. Classify data
5. Analyze data and evaluate the desirability and feasibility of taking action on the problem
6. Propose a course of action and examine the desirability and feasibility of taking action on the problem.<sup>8</sup>

Knowledge of ways and means of dealing with social problems should also include the ability to:

*Social  
skills*

1. Interpret the feelings and ideas of others
2. Respond to the feelings and ideas of others in a manner appropriate to the occasion
3. Express one's own feelings and ideas to others
4. Cooperate with others, though not to the extent of compromising basic values.

Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

*Inter-  
disciplinary  
base of  
social studies  
concepts*

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

1. **ENVIRONMENT** is, itself, an important concept which can be defined in terms of **Time, Space Culture and Systems.**

<sup>7</sup> Bloom, *op. cit.*, p. 62 ff.

<sup>8</sup> Simon, Frank. *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

2. Man's interaction with his environment produces **CAUSAL RELATIONSHIPS**. In order to understand causality, one needs to recognize that behaviour is affected by **Goals, Norms, Technology, and Power**.
3. Since all man's interactions involve cause and effect relationships, he lives in a state of **INTERDEPENDENCE**. Interdependence may take the form of **Cooperation** and/or **Conflict** and may produce **Stability** and/or **Change**.

*The  
spiralling  
of concepts*

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.<sup>9</sup>

## **PLANNING FOR THE ATTAINMENT OF MULTIPLE OBJECTIVES**

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. **More detailed planning of learning opportunities is the responsibility of each teacher and class.** All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

### **A. STRUCTURED SCOPE AND SEQUENCE**

*Two-thirds  
time on  
structured  
scope and  
sequence*

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

<sup>9</sup> Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

## GRADE VII SOCIAL STUDIES

### Man, Culture And Technology In Pre-Industrial Societies

The following course outline is based on the themes *MAN*, *CULTURE*, and *TECHNOLOGY*. Value issues relating to each theme are outlined below. It is intended that this study should provide the basic skills and conceptual understandings needed for the in-depth studies of *MAN*, *CULTURE*, and *TECHNOLOGY* at the Grade VIII and IX levels.

Each value issue should be studied in the context of a primitive or pre-industrial society by the teacher and students. The society selected for study should serve to illustrate the concepts *MAN*, *CULTURE*, and *TECHNOLOGY* in concrete, simple and specific forms. Up to one-third of the time may be devoted to the study of problems of current interest to students and teachers.

#### Theme A: What is Man?

- Value Issues:
1. What is human about human beings?
  2. Should each man strive to be a unique individual?
  3. Should man strengthen his group identities?

#### Theme B: What is Culture?

- Value Issues:
1. How can cultures best solve their basic problems?
  2. Why are cultures unique, yet similar?
  3. To what extent should cultures incorporate change?

#### Theme C: What is Technology?

- Value Issues:
1. To what extent has technological change benefited pre-industrial societies?
  2. Should a pre-industrial society do what is technically possible whether or not it is socially desirable?

## GRADE VIII SOCIAL STUDIES

### Man, Technology, And Culture In Afro-Asian Societies

The following course outline is based on the themes *MAN*, *TECHNOLOGY*, and *CULTURE*. Value issues relating to each theme are outlined below. Each value issue should be studied in the context of an Afro-Asian society to be selected by the teacher and students. For purposes of this course, "Afro-Asian" societies include Asia (excluding the U.S.S.R.), Africa, the Middle East and the Pacific Islands.

Up to one-third of the time may be devoted to the study of problems of current interest to students and teacher.

#### Theme A: Afro-Asian Man

- Value Issue: Should individual worth be maximized in an Afro-Asian society?

Theme B: Afro-Asian Technology

Value Issue: Should Afro-Asian societies change the methods by which resources are utilized?

Theme C: Afro-Asian Culture

Value Issue: Should social and cultural change in an Afro-Asian society be viewed as necessary and desirable?

Theme D: Afro-Asian Society and International Relations

Value Issue: Should an Afro-Asian society pursue a policy of non-alignment?

## GRADE IX SOCIAL STUDIES

### Man, Technology, And Culture In Western Societies

#### Preamble

The following themes are to be studied within the context of Western Societies. One-third time may be devoted to the study of problems that are of current interest to students and teachers.

Theme A: Man in the Western World

#### Major Problem:

How should the society under study resolve conflicts between individual freedom and group control?

- Value Issues:
1. Should the state assume responsibility for the welfare of the individual?
  2. What institutions best ensure human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?
  3. By what means and to what extent can the individual and the group influence decision-making?

Theme B: Technology in the Western World

#### Major Problem:

What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

- Value Issues:
1. To what extent should man use human and natural resources to improve his standard of living?
  2. How should man meet the challenge of change created by technology?
  3. To what extent should the wealth and technology of one nation be shared with other nations?

## Theme C: Culture in the Western World

### Major Problem:

How should individuals and social groups of differing political, economic, social and cultural convictions adjust so as to minimize conflicts within the Western World?

- Value Issues:
1. Should men work toward a common culture or should differences be encouraged?
  2. Should one's efforts be directed toward material want or toward the development and preservation of aesthetic, moral and spiritual needs?
  3. How can the quality of urban life be improved?

## B. PROBLEMS OF CURRENT INTEREST

*One-third  
time  
unstructured*

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

# **1978 ALBERTA SOCIAL STUDIES CURRICULUM INTERIM EDITION \***

## **SOCIAL STUDIES AS CITIZENSHIP EDUCATION**

The 1978 Alberta Social Studies Curriculum is based on the assumption that students can and should acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity, and effective participation in community affairs. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades.

## **OBJECTIVES OF THE 1978 ALBERTA SOCIAL STUDIES PROGRAM**

To ensure the development of characteristics for effective citizenship, the objectives of the social studies curriculum are organized around three specific areas: Value Objectives, Skill Objectives, and Knowledge Objectives. Prescribed objectives have been selected to take into account students' ages and interests, and to ensure a logical sequence of learning experiences through the elementary and secondary grades.

### **VALUE OBJECTIVES**

Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.

The value objectives of the 1978 Alberta Social Studies Curriculum have been designed to assist students in three aspects of growth. At least one specific value objective for each aspect of growth is prescribed for each grade level topic.

- Growth in understanding of distinctive human values.
- Development of appreciations, and of positive attitudes towards self, other people, and the human environment.
- Development of competencies in processes of moral reasoning and value analysis.

### **KNOWLEDGE OBJECTIVES**

Knowledge is one form of power. Only by "knowing" their world can people exercise even partial control of that world. Knowledge is also dynamic. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously.

The knowledge component of social studies objectives is drawn mainly from history, geography and the social sciences. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues.

Knowledge can be categorized, according to its degree of specificity, into facts, concepts and generalizations. In the knowledge component of the 1978 Alberta Social Studies Curriculum, thirteen concepts are designated as the basis for organization. Care

\* Boards may opt to implement all, or part, of the 1978 Alberta Social Studies Curriculum as an alternative to the 1971 curriculum.



has been taken to ensure that development of all thirteen concepts occurs at least once at each division level: primary; upper elementary; junior and senior high school. A minimum of three concepts and a series of related generalizations are prescribed for each curriculum topic.

### **Thirteen Organizing Concepts**

Human Needs	Inquiry	Environment
Identity	Interaction	Institution
Values	Influence	Power
Perspective	Social Change	Resources
	Adjustment	

## **SKILL OBJECTIVES**

The skill objectives of the 1978 Alberta Social Studies Curriculum include both *inquiry skills* and *participation skills*. *Inquiry skills* encompass eight “areas” of skills which correspond to the stages of a basic model for inquiry. *Participation skills* comprise four “areas” of skills and can be developed at all stages of inquiry. To maximize systematic development through the grades, all skill “areas” are prescribed for treatment in each topic. Teachers are encouraged to extend the range of specific inquiry and participation skills beyond those designated for topics and to modify examples that are provided, to accord with the learning abilities of students and available learning resources.

### **Inquiry Skills**

- A. Identify and Focus on the Issue
- B. Establish Research Questions and Procedures
- C. Gather and Organize Data
- D. Analyze and Evaluate Data
- E. Synthesize Data
- F. Resolve the Issue
- G. Apply the Decision
- H. Evaluate the Decision, the Process, and (where pertinent) the Action

### **Participation Skills**

- A. Communicate Effectively
- B. Interpret Ideas and Feelings of Self and Others
- C. Participate in Group Decision-Making
- D. Contribute to a “Sense of Community”

## **TIME ALLOCATION**

Social studies content and objectives are prescribed for three-quarters of the class time that is allocated to social studies. One quarter of the total class time for any given year is available for inquiry into issues that are selected by teachers and students. The following guidelines should be used to organize the one-quarter time:

- Topics and issues from the structured three-quarter time may be extended.
- Topics should help students develop an awareness of, and concern for, current affairs at the community, national and global levels.

In grades one to ten, three topics per grade are prescribed for inquiry. In grades eleven and twelve, two topics per grade are prescribed. At all grades, the final responsibility for determining the time allocation for prescribed topics rests with school authorities.

## **CONTENT**

The content for grades seven to nine follows. At least one social issue per curriculum topic is prescribed for study by students at each grade level.



## GRADE SEVEN — PEOPLE AND THEIR CULTURE

### Topic A — Defining Culture — An Introduction

<p>In this topic students develop a framework with which to examine the relationships among various aspects of culture. Aspects of culture to which the framework can be applied in Topic A and subsequent topics include:</p> <ol style="list-style-type: none"> <li>1. Techno-economic aspects (e.g., resources, tools)</li> <li>2. Socio / political aspects (e.g., patterns of communication and social organization and control)</li> <li>3. Ideological aspects (e.g., values, beliefs)</li> <li>4. Affective aspects (e.g., attitudes, feelings, appreciations)</li> </ol> <p>Students should develop the framework through an examination of experiences in their own cultural context, including the family, school and peer group, their roles as producers and consumers, in work and leisure situations, and so on.</p> <p>Specific questions which will help in the development of the</p>	<p>framework include: What does it mean to be “human”? What is culture? What are cultural universals? How is culture learned? What aspects of culture change most readily? Most slowly? How does culture influence one’s behaviour?</p> <p><b>GENERAL VALUE ISSUE: HOW SHOULD “CULTURE” BE ASSESSED?</b></p> <p><b>RELATED SOCIAL ISSUES AND COMPETING VALUES:</b></p> <p><i>Material Welfare / Self-Sufficiency</i> — Should technological achievements be used to assess the advancement of cultures?</p> <p><i>Personal Freedom / Social Control</i> — Should institutions be used to enforce certain beliefs and behaviours in the members of a culture?</p> <p><i>Universality of Human Beings / Freedom of the Individual</i> — Should all cultures strive to teach certain universal values?</p> <p><i>Uniqueness of Human Beings / Group Welfare</i> — Should individual uniqueness be valued in a culture?</p>	<p><b>VALUE OBJECTIVES</b></p> <p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the universal values that underlie culture in all human societies</li> <li>• A willingness to treat other people with respect, in spite of individual differences</li> <li>• An ability to describe behaviours that reflect different value positions and to make a choice between conflicting values inherent in these alternative behaviours</li> </ul>	<p><b>KNOWLEDGE OBJECTIVES</b></p> <p>Students shall acquire information to develop interpretations of the following concepts and generalizations</p> <p><b>Human Needs</b></p> <p>Cultures differ in the ways in which they satisfy human needs. The systems developed to satisfy these needs, in turn, result in diverse cultures.</p> <p><b>Interaction</b></p> <p>Culture is learned through group interaction. Culture provides social norms and means for dealing with conflict within and between social groups. Individuality may not be tolerated if it is perceived as threatening the survival of the group.</p> <p><b>Influence</b></p> <p>In a modern, technological society, individuals usually belong to many groups. This results in conflicting influences on people in their daily lives, thereby creating the need for decision-making about many aspects of lifestyle.</p> <p><b>Institutions</b></p> <p>As group members, humans develop accepted ways and means of meeting their needs. These ways and means are called “institutions.” Institutions tend to support the broad roles, norms, values and sanctions of a culture.</p>	<p><b>SKILL OBJECTIVES</b></p> <p>Students shall develop proficiency in all skill areas, including the following specific skills.</p>	<p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A Paraphrase a value issue dealing with the dilemma of making judgments about the worth of culture.</li> <li>B Formulate research questions to inquire into the concept of “culture” as students experience it</li> <li>C Survey the classroom and/or school for information about the freedom and/or control that students experience in small social groups</li> <li>D Categorize values and beliefs inherent in customs, norms, roles, and rules that affect adolescents</li> <li>E Develop the concept of “cultural universals” in relation to Canadian culture</li> <li>F Analyze values which are inherent in individual behaviour, but contrary to specific societal norms</li> <li>G Create a plan for studying culture, and apply in a specific case study</li> <li>H Assess the process in terms of its apparent satisfactoriness in a new case study.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A Support ideas logically in proposing a framework for culture study.</li> <li>B Listen to the expression of ideas and feelings of others</li> <li>C Use consensus, majority rule, and authority procedures to resolve an issue in the sub-culture of students</li> <li>D Assist in group projects that apply conclusions to classroom situations.</li> </ol>
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Topic B — Case Studies of Non-Industrial Societies

<p>In this topic, the framework for culture study that was developed in Topic A is used to examine issues pertaining to the cultures of non-industrial societies today: e.g., Aborigines of Central Australia, Tasaday, Bushmen, Pygmies of the Ituri. As the framework is applied to a specific cultural case study, it is expected that students will develop sensitivity to the limitations of any one culture perspective, including their own. Students should be encouraged to refine the original framework to accommodate cultural patterns that do not exist in Western technological society (e.g., kinship patterns, mythology as a guide for behaviour, and so on).</p>	
<p>GENERAL VALUE ISSUE: <i>SHOULD ALL CULTURES BE REGARDED AS HELPING PEOPLE ACHIEVE HUMAN DIGNITY?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES:</p> <p><i>Charity / Self-Determination</i> — Should restrictions exist for human interactions between cultures (e.g., missionary work, anthropological studies)?</p> <p><i>Humanitarianism / Self-Determination</i> — Should international agencies assume responsibility for the welfare of people in non-industrial societies?</p> <p><i>Scientific Advancement / Uniqueness of Human Cultures</i> — Should the "Western" frame of reference be used to judge the validity of other cultures?</p>	

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students shall develop personal growth in the following value-related areas:	Students shall acquire information to develop interpretations of the following concepts and generalizations:	Students shall develop proficiency in all skill areas, including the following specific skills:
<ul style="list-style-type: none"><li>• An understanding of underlying perspectives and values in different cultures.</li><li>• An appreciation of the efforts of people in different environments to create satisfying relationships with their environment.</li><li>• An ability to identify the values of different cultures, and to reason about the relationship of those values to universal principles of human dignity.</li></ul>	<p><b>Inquiry</b></p> <p>People of non-industrial societies often use mythology to organize and explain their world. Anthropologists use a variety of field methodologies, including direct observation and participant observation, as a means to understanding other cultures.</p> <p>The "scientific method", as created in Western thought, is inadequate as a means of understanding and explaining non-technological and non-Western societies.</p> <p><b>Environment</b></p> <p>The way in which man interacts with his physical environment is determined by the attitudes, values and skills of his culture.</p> <p>The physical environment influences, but does not fully determine, the various institutions and other manifestations of a culture.</p> <p><b>Perspective</b></p> <p>The culture in which one matures is a powerful force in the development of one's frame of reference. This in turn influences perceptions of other cultures.</p> <p>We tend to judge other cultures from our own point of view, expecting them to meet our standards and expectations. This attitude results in "ethno-centrism".</p>	<p><b>Inquiry Skills and Examples</b></p> <p>A. Describe an issue to incorporate the perspective of people in a non-technological society.</p> <p>B. Create an approach for research to adapt the framework developed in Topic A to the issue.</p> <p>C. Read/print materials to locate examples of the effects of advanced technology in a non-industrial society.</p> <p>Conduct participant observation to locate instances of ethno-centric behaviour.</p> <p>D. Infer reasons for varying perspectives on culture patterns of a non-technological society.</p> <p>E. Relate the causes and effects of industrialization on non-industrial societies.</p> <p>F. Evaluate the alternatives facing non-industrial societies for their future.</p> <p>G. Create a plan to guide human interactions between cultures.</p> <p>H. Judge the worthwhileness of the plan in terms of consistency with definitions of human dignity.</p> <p><b>Participation Skills and Examples</b></p> <p>A. Express ideas to argue for or against the survival of traditional cultures.</p> <p>B. Interpret ideas and feelings of people in different cultures through role-playing.</p> <p>C. Apply an appropriate role as leader or follower of a group.</p> <p>D. Provide support to the class in developing a refined model for culture study.</p>

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